

## **DAC Meeting - Spring 2003 Metro Region Minutes**

Attendees: Richard Marsden, Sheila Mavin, Clinton Frohm, Mike Smith, Julie Christofferson, Maria Peterson, David Jorgensen, JoD'Ann Dance, Zan Burningham, Michael Hamblin, Jane Nelson, Carol Ann Goodson and Elaine Jones.  
Lunch Presenters: Peter Christie, Shirley Ririe, and Paula Fowler.

### **What is being done right locally that is worth preserving?**

- Coalition of four artforms (united we stand, divided we fall) in our district – took 20 yrs.
- Job alike and endorsement grants help make teacher networking, talking and excitement in artform. Good vehicle to encourage teachers.
- Collaboration with peers and within two districts.
- English training had art display. Integration with other subject areas.
- Cooperation of arts and technical into group with a disk free to 9<sup>th</sup> grade to promote department (CD rom of program).
- Require some standards as language for music written report – hold students to same standards. Emphasis of life skills.
- 6-trait writing used across curriculum and uses it in department chair meeting. Parallels between 6 traits and sight-reading.
- Agreement that arts are important – keep bolstering intent.
- Grants flourishing and touching teachers inside. Integration networking set by arts model. Committee assignment requires attendance – core standard to core standard to help teach students.
- Use of technology to advertise fine arts to 9<sup>th</sup> graders.
- District formal collaboration required three teachers sent by each elementary school.
- Recognition needs to become realizing art is communication and appreciate it.
- Closer association with professional arts organizations – exposure to children, board members, and university association.
- Infinity program sent a positive impression.
- 6<sup>th</sup> graders (135 teachers) 1 hour per day for Shakespearean production. Local precedence set and fire is caught. Parents demand it.
- Exhibitions and dance concert showcase and attended well.
- Agreement that fine arts are important.
- Unity of all four artforms on state level. Portfolio, Professional Development (Networking & Retreat), Endorsement program – elementary is clear and workable, secondary is difficult.

### **Local Concerns:**

- NCLB
  - A child left behind without intervention uses \$200,000 a year.
  - \$1M is spent for 1 teacher for 12 years.
  - “Highly qualified teacher” definition by feds: major in the subject area. State has to have a uniform standard if major is not used as criteria. Fine Arts major with endorsement or teaching minor in other arts areas seen as “highly qualified” by state standards.
  - Find the genius at work, encapsulate and show other teachers what they can do.
  - How do we help each other succeed?
- Players change so whoever comes to the table can move things forward.
- Define purpose and what will it look like when we’ve achieved it.
- K-2 Integration
  - Has not been pushed and is now on the web.
  - Being taken to the board
  - Use current listing as a list of skills that help teachers implement.
  - Arts community need to organize items to coordinate K-2

**Write down one thing you would do if you could to make a difference in your district where student learning in the arts is concerned:**

- Teaching teachers “how to draw” for 10 weeks and it’s going back to the classroom. Build confidence by teaching skill. Skill transfers to confidence.
- Artforms are now not separateable.
- Endorsement process can be better publicized. Documentation of what is happening, skills being learned, and measure confidence. Get hard data.
- Have principals buy into importance of the arts.
- Paradigm shift for administrators by fine arts organizations providing access to the arts, motivation to participate. Require principals to assign teachers as fine arts liaisons.
- Monthly meetings with fine arts teachers.
- Quit waiting for someone else to do it and find someone else to do it. Use classroom teachers and have them share.
- Give free membership to principal to arts organization to give skill and confidence to administrators.
- Get administrator in an arts endorsement plan.
- Accountability of principal to have a teacher endorsed in an art area to be school liaison for school with board approval of proposal with time limit for selection (link to NCLB).
- Arts events – all artform meet together.
- Support systems for teachers (training, networking, contacts).
- Resources through PTA and broaden to community.
- Guard against isolation by providing meaningful support.
- PR campaign on the fine arts with patrons, business, practitioners. Help other people understand fine arts importance.
- A better, more informative specialist for DAC organization. Give new tools through learning communities to administrators.
- PTA and community groups; Title I and trust land funds can be used on the arts.
- Get Spy hop or ISM to film Infinity events (pre-event, event, post-event & peer interview) to help get the word out about importance of Infinity events.
- Work on blind spots.

**Learning Community Discussion:**

- Working in isolation is working in a vacuum and a vacuum sucks.
- Start learning group at beginning. Begin with what you are all about. Everyone has to have ownership.
- Help group develops 8-10 goals each semester. How will we know when it is learned?
- Don’t just do double of what didn’t work before
- Plan it with an action with a deadline.
- Put people over programs and principles over structure.
- Clear understanding of outcome then students would achieve the goal and teachers could recognize the goal had been met.
- More than one idea allowed for grant application.
- Use less than 12 for learning community.
- Count small steps of progress.
- Portfolio in every school to use, train teachers, gather data. Pay for collaborative time.
- Define bridge between skill and confidence and student work.

**Calendar:**

- Original date for first DAC 2003-04 school year meeting needs to be changed. New date for first DAC meeting: Tues., Aug. 12. Location: along Wasatch front.

**Networking Theme Brainstorming:**

- Getting Down to Business
  - Illustrate connection between business, community, and education (business partners)
  - Show how business uses arts: advertisers use music to carry content
  - Find a way to capitalize with business partner
  - Idea for presenter: Alan & Jeannie Hall (CEO of Market star)
  - Standard Examiner presenter about children's adds
  - Subjects in school curriculum that has immediate job potential: Arts
  - Business administrators of POPS know ABC/123, \$ of process
  - Leavitt's committee involved in conference?
  - Vendor area needs to include a business partnership fair?
    - Business have a booth with arts teachers as target audience
    - Business machines

**Resources for DAC members:**

- "Arts and Learning" ISBN 0-8013-3247-8
- "Weaving in the Arts" ISBN 0-325-00032-8
- "Block Scheduling and Music Program I & II
- "Music at the Middle Level, Building Strong Programs" by June Hinckley
- "Na Agenda for Excellence in Music at the Middle Level" MENC
- "Keeping the Promise"
- "Arts Education in Public Elementary and Secondary Schools: 1999-2000" – National Center for Educational Statistics June 2002
- "Transforming Ideas for Teaching and Learning the Arts"
- "Learning Partnerships, Improving Learning in Schools with Arts Partners in the Community"
- "Priorities for Arts Education Research" Goals 2000 Arts Education Partnership
- "Champions of Change, The Impact of the Arts on Learning"
- "All State Utah HS Art Show 2003 Exhibition"- Springville Museum of Art
- Gaining the Arts Advantage, Lessons from School Districts that Value Arts Education" President's Committee on the Arts and the Humanities and Arts Education Partnership
- "Professional Learning Communities at Work, Best Practices for Enhancing Student Achievement" Richard DuFour, Robert Eaker ISBN 1-879639-60-29000